

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M134

School Name:

P.S. 134 HENRIETTA SZOLD

Principal:

DANIEL KIM

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 134 – Henrietta Szold School School Number (DBN): 01M134
Grades Served: PreK-5
School Address: 293 East Broadway, New York, NY 10002
Phone Number: (212)673-4470 Fax: (212)475-6142
School Contact Person: Daniel Kim Email Address: dkim@schools.nyc.gov
Principal: Daniel Kim
UFT Chapter Leader: Etty Savitzky
Parents' Association President: Robert McKinney
SLT Chairperson: Kimberly Keefe
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Judy Wong
Student Representative(s):

District Information

District: Community District 1 Superintendent: Daniella Phillips
Superintendent's Office Address: PS 20 – 166 Essex Street, New York, NY 10002
Superintendent's Email Address: dphilli@schools.nyc.gov
Phone Number: (212) 353-2948 Fax: (212) 353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave, 8th Floor, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: (646) 470-0721 Fax: (917) 339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daniel Kim	*Principal or Designee	
Patricia Purvis	*UFT Chapter Leader or Designee	
Robert McKinney	*PA/PTA President or Designated Co-President	
Josephine Chen	DC 37 Representative (staff), if applicable	
Judy Wong	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mai Koyo	Member/ Teacher	
Kimberly Keefe	Member/ Teacher	
Diane Bryant	Member/ Parent	
Gloria Reyes	Member/ Parent	
Annie Rosario	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Henrietta Szold School is an elementary school with 265 students from Prekindergarten through 5th grade. The school population is comprised of 19.2% Black, 52.2% Hispanic, 3.1% White, and 25.5% Asian students. Boys account for 53.7% of the students enrolled and girls account for 46.3%. The average attendance rate for the school year 2014 - 2015 was 91.1%. 30.2% of the students have Individualized Education Plans and 12.5% of the students are English Language Learners.

The school encourages the whole community to be an important part of the decision making process and form an active partnership for educational success of our children. The school continues to support a broad curriculum with learning experiences that promote academic, social and emotional well-being of students. To this end, every student participates in dance class, developing confidence and poise. The Art Studio, in partnership with Studio in a School, supports students' self-expression. This program echoes and enriches classroom instruction as well as developing life skills such as focus, hard work and turning mistakes into learning experiences. After-school activities also provide extensions and enrichments.

With the full implementation of the Common Core Learning Standards, students, parents, and teachers note higher student engagement with richer content in lessons, texts, and class activities. For example, students debate attributes of Greek deities, craft "help wanted" ads for colonial trades, and discuss human rights issues impacting the lives of migrant workers in California. In addition to increased student engagement and rigor of academic tasks, teachers plan scaffolds for different learners based on close review of student work. The scaffolds include graphic organizers, visual charts, flash cards, and varied exemplars. As a result, all students have access to enriched curricula and instruction.

01M134 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	255	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.7%	% Attendance Rate		90.5%
% Free Lunch	89.6%	% Reduced Lunch		2.8%
% Limited English Proficient	15.4%	% Students with Disabilities		28.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		19.8%
% Hispanic or Latino	50.9%	% Asian or Native Hawaiian/Pacific Islander		26.4%
% White	2.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		8.3
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.1%	Mathematics Performance at levels 3 & 4		36.2%
Science Performance at levels 3 & 4 (4th Grade)	82.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Only 17.1% of the students in grades 3-5 scored level 3 or above on the 2015 NYS CCLS English Language Arts tests. We know that more of our students are capable of demonstrating grade level proficiency in English Language Arts, but see a great need to unify and consolidate our school curriculum, and increase student exposure to and use of expressive language. In addition, the school community determined that all staff members – classroom teachers, specialists, and paraprofessionals need continuous professional development in differentiating instruction and delivering effective lessons that meet all student needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3-5 will improve achievement in English Language Arts as demonstrated by 50% increase, from 17.1% to 25% of test takers scoring at level 3 or above on the 2016 New York State Grades 3-8 Common Core English Language Arts test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The principal will meet monthly with teachers and facilitate greater data collection, analysis and use by the teachers in aligning their instruction to the Common Core curriculum. Data sources</p>	<p>Classroom teachers, specialists</p>	<p>October 2015-June 2016</p>	<p>School administration</p>

will include Fountas and Pinnell Reading Benchmark Assessments, unit pre- and post-tests, spelling inventories, as well as student writing and work samples.			
Teacher teams will create student and teacher rubrics to assess student writing in two of the ELA modules, in Core Knowledge or Expeditionary Learning, to help benchmark students' writing, create concrete ways for students to self-identify areas for their own growth	Classroom teachers, specialists	October 2015-June 2016	School administration
Student achievement data will inform the formation of subgroups of particular students that require additional attention and differentiated instruction, either via intervention, or academic enrichment. In addition, the past editions of the New York State Common Core Learning Standards (NYS CCLS) English Language Arts (ELA) test will be examined to note specific learning standards on which students did not perform well. Through this analysis, teachers will identify specific content and skill strands that require additional supplementation from outside materials and boost instructional strategies to meet those needs. The data analysis will create common points of discussion, collaboration and modified instruction between classroom teachers with Special Education Teacher Support Services (SETSS), Academic Intervention Services (AIS), and English as a Second Language (ESL) teachers, as well as related service providers. Student groupings will form the basis of effective and targeted use of parallel teaching, center teaching and flexible skills groups.	School's lowest third	October 2015-June 2016	School administration, data specialist classroom teachers, specialists
Under the guidance and facilitation of the school administration, the grade teams will look at both student and teacher work to examine higher levels of questioning, student exposure to and use of expressive language. Teachers will meet by grade levels on a weekly basis to plan lessons, design assessments and develop units of study where applicable to align with the Common Core Learning Standards and the Citywide Instructional Expectations	Classroom teachers, specialists	October 2015-June 2016	School administration
Each grade will communicate with families on the instructional strategies, content and curricula work that the teachers and students are working on, as well as concrete ways that families can support their students at home. This will be echoed in the Principal's Parent Breakfast on a monthly basis.	Students, families	October 2015-June 2016	School administration, classroom teachers, specialists

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Principal & data specialist, classroom general education teachers. • SETSS, AIS, ESL and special education teachers. • Structured and pre-scheduled collaborative planning time within the prep schedule, for not only grade teams, but also teams across grades and areas; modifying curriculum to meet student needs, identify additional resources needed, and reallocate the services of the AIS and intervention services.
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- Funds and resources for per-diem substitute teachers; curriculum materials and resources from Core Knowledge and Expeditionary Learning; professional development opportunities through Amplify, and District 1 CSD office .

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 30% increase, from September 2015 assessments to June 2016 assessments, in grades 3-5 scoring at level 3 &4 as measured by the January CCLS aligned ELA Unit assessments.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

One of the major challenges facing the school community is the high number of students who are identified as chronically absent. In the 2014-2015 school year, 76 students were identified through ATS as being chronically absent (as defined by having more than 20 days absent). While many of those students had extenuating circumstances (transfers from charter schools, pending special education placement, student surgery/medical challenges, family displacement and relocation to shelters), significant number of students did not. While this is a significant drop from previous year (122 students in SY2013-2014) this is still too many students missing valuable instructional time. The school community also noted that many of the students were of the same family, and targeted support and intervention to specific families would support student success by improved attendance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of students identified as chronically absent will decrease from 76 students (SY 2014-2015) to 20% as percentage of student register for SY total for 2015-2016 as evidenced by attendance data on ATS

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Families of children with more than 10 absences in 2014-2015 school year will be contacted by school staff, the parent coordinator, family worker or guidance counselor</p>	<p>Parents/guardians of more than 10</p>	<p>September 2015</p>	<p>Parent coordinator, family associate,</p>

according to language preference and familiarity. The purpose of this contact is to personalize the school-home connection and prevent unnecessary absences.	absences in 2014-2015		classroom teachers, guidance counselor
Daily attendance will be monitored by the Parent Coordinator. Parents of students with more than one absence per month will be contacted by school office staff, the parent coordinator, family associate or guidance counselor.	Students absent more than once each month	September 2015- June 2016	Guidance Counselor, parent coordinator, family worker, classroom teachers
The school will convene a monthly attendance committee, spearheaded by guidance counselor and the attendance teacher, to monitor student attendance on a weekly basis, to identify specific families who require additional support and community resources, including that of the Go Project, Henry Street school-site Social Work clinic.	All students	October 2015-June 2106	Guidance Counselor
Students with 100% attendance on a monthly basis will be celebrated on a classroom by classroom basis, and will be highlighted in the principal's morning meeting	All students	October 2015 – June 2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Funding for the parent coordinator position, whose role will include attendance outreach and meetings with families. • Funding a guidance counselor position, whose role will include leading and facilitating an attendance monitoring committee. • Funding the Family Worker, who is fluent in Mandarin and Cantonese, for translated outreach to the families of chronically absent students • Partnership with CBO Henry Street Settlement, for the school-based clinic Social Worker 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the chronic absenteeism rate of the 2015-2016 school year to date will decrease by 20% compared to CA rate from the 2014-2015 school year. This will be verified and measured by the number of students identified as CA through attendance data from ATS.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Only 39% of PS 134 students in grades 3-5 scored level 3 or above on the 2015 NYS CCLS Mathematics test. We know that more of our students are capable of demonstrating grade level proficiency in Mathematics. It was determined that classroom teachers need greater collaboration within the grade and across the grades to align intra- and inter-grade curriculum. In addition, there is a need for continuous professional development in differentiating instruction and in delivering effective lessons that meet all student needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3-5 will improve achievement in Mathematics as demonstrated by an increase from 39% to 45% of the number of students scoring at level 3 or above in the 2016 NYS Grades 3-8 Common Core Mathematics tests.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The principal will create weekly common prep periods for classroom teachers and intervention specialists (at risk, ESL and SETSS teachers). In addition, the principal will align and organize structures for sharing best practices on</p>	<p>Classroom teachers and intervention specialists (at risk,</p>	<p>September 2015</p>	<p>Administration</p>

Tuesday collaboration time for teachers to lead, facilitate and participate.	ESL and SETSS teachers)		
The administration will facilitate inter-grade conversation and collaboration through assigning extended teacher planning time, to focus on inter-grade conversations on specific math units and concepts, to better align math curricula between grades. Specifically, the teachers will create start-of-year, mid-year and end-of-year math benchmark assessments to track student progress throughout the year and from year to year.	Classroom Teachers	October 2015-June 2016	School administration, teacher leaders
The administration will collaborate monthly with teachers and facilitate greater data analysis and use in aligning their instruction with the CCLS aligned curricula and student needs. Student achievement data will include unit pre- and post-tests, conference notes and checklists as well as student class work and work samples. This information will help form subgroups of particular students that require additional attention and differentiated instruction, either via intervention, or academic enrichment. In addition, the past editions of the NYS CCLS Math test will be examined to review specific learning standards that posed challenges for the students. Through this analysis, teachers will identify specific content and skill strands that require additional supplementation from outside materials and boost instructional strategies to meet those needs. The data analysis will create common points of discussion, and collaboration to modify instruction between classroom teachers with SETSS, AIS, and ESL teachers, as well as related service providers. Student groupings will form the basis of effective and targeted use of centers, parallel teaching, flexible skills groups, as well as Title III interventions after school.	School's lowest 1/3	October 2015-June 2016	School administration, classroom teachers and intervention specialists (at risk, ESL and SETSS teachers
Under the guidance and facilitation of the school administration, the grade teams will look at both student and teacher work to examine for higher levels of questioning, critical thinking and analytical skills. Teachers will meet by grade levels on a weekly basis to plan lessons, design assessments and develop units of study to align with the Common Core Learning Standards and the Citywide Instructional Expectations.	Classroom Teachers	October 2015-June 2016	School administration, teacher leaders
Each grade will communicate with families on the instructional strategies, content and curricula work that the teachers and students are working on, as well as concrete ways that families can support their students at home. This will be echoed in the Principal's Parent Breakfast on a monthly basis.	Students, Families	October 2015-June 2016	School administration, classroom teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal & data specialist, classroom general education teachers.
- SETSS, AIS, ESL and special education teachers.
- Structured and pre-scheduled collaborative planning time within the prep schedule, for not only grade teams, but also teams across grades and areas; modifying curriculum to meet student needs, identify additional resources needed, and reallocate the services of the AIS and intervention services.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 10% increase in grades 3-5 scoring at level 3& 4 as measured by the CCLS aligned mid-year grade benchmark assessments.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

To effectively lead the school community and to increase cognitive engagement for students and staff, the school administration saw the need for greater distributed leadership with the instructional staff. While in the past some teachers emerged as informal mentors and subject/grade leaders, it was imperative that they were formally recognized across the school and supported in their own professional growth to facilitate teacher team conversations about curriculum and teaching practice.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school administration will improve distributive leadership practices by modeling differentiated PD as evidenced by teacher participation in 5 cycles of inquiry-based work.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Identify, and offer leadership opportunities to teachers through surveys, peer recommendations and self-identification; support newly emerged teacher leaders through professional development and leadership training.</p>	<p>Staff members</p>	<p>October 2015-December 2015</p>	<p>School Administration</p>

Establish 6 week cycles of professional development, identifying content areas, norms and work products of each cycle. School administration will conduct first two cycles of differentiated professional development on writing and math, while making explicit facilitation skills, norms of participation and engagement	Staff members	October 2015	School Administration
Through 1:1 conversations with staff members (in initial planning conferences as well as mid-year conversations), facilitate a larger conversation with the teaching staff, self-identifying strengths and challenges in their teaching craft; this information will serve as foundation for differentiated PD of sharing expertise within the school community.	Staff members	October 2015 – January 2016	School Administration
Teacher leaders will facilitate professional development workshops during Monday PD sessions for their colleagues, based on self-identified needs as well as administration suggestion, establish norms of participation as well as end-products for each group of teachers.	Staff members	January 2016-June 2016	School Administration, teacher leaders
Families will be invited to parent workshops and skill-building seminars that result from staff professional development and outreach that address community needs and utilize community resources.	Families	October 2015-2016	School Administration, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Principal, assistant principal & data specialist, classroom general education teachers. SETSS, AIS, ESL and special education teachers. Structured and pre-scheduled collaborative planning time within the prep schedule, Monday extended PD time for not only grade teams, but also teams across grades and areas; Expertise from staff developers from Manhattan Borough Field Office and Community School District 1, focusing on professional learning communities. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, school administration will organize, facilitate and participate in 2 cycles of differentiated professional development for staff members; the teacher leaders will be identified and trained to assume leadership roles in the following 3 cycles. By February 2016, teachers will have completed two feedback forms to self reflect, evaluate the effectiveness of the professional development, and describe next steps for their own learning.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2015 Learning Environment Survey shows that only 49% of our families participated in the survey (as compared to 47% in 2014), which was a surprisingly low number and a missed opportunity for families to give formal feedback. Despite school efforts from previous year, it is clear that additional efforts are needed. As such, it established a clear need to increase parental engagement for all of our families in the work that the school community is doing for the success of our children. One of the greatest challenges in years past have been having reliable means of communication with families that can be easily adjusted for Spanish and Chinese; In 2013, the Parent Association was able to collect four email addresses in a school community of 250; as such, finding consistent communication with families have been a challenge that requires addressing.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent communication will be improved as evidenced by a 60% parent participation rate on the 2016 Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Create, consolidate and streamline monthly classroom newsletters to families with the monthly calendar, so that there is a consistency on where to find information on academics, upcoming events, and special opportunities. Focus staff attention on adding specific and concrete ways to support students at home.	Parents	September 2015-June 2016	School administration, parent coordinator, teachers
Collect parent email addresses and other electronic means of communication for bi-monthly principal letter to parents, as well as emergency e-blasts. Utilize Open School Week, Parent Teacher Conferences and other high percentage involvement efforts to gather data.	Parents	September 2015-June 2016	School administration, parent coordinator, teachers
Publicize monthly Principal’s Breakfast meetings through flyers, calendar and e-blasts, including year-long calendar, established agendas and addressed topics based on parental feedback.	Parents	September 2015-June 2016	School administration, parent coordinator, teachers
Create, publicize and facilitate five school-wide events throughout the year, including student performances, exhibitions, celebrations, fairs; create parent specific workshops around identified parental needs and demands identified in conjunction with the Parents Association.	Parents	September 2015-June 2016	School administration, parent coordinator, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Principal and data specialist; • classroom and specialist teachers; • Tuesday extended day parental engagement time; • Parent coordinator and family worker. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all newsletters will be streamlined with the monthly calendar; email addresses will be collected and the principal’s letter will be broadcast; three of the school-wide events will have occurred; a mid-point check will be conducted with the PA president and teacher leaders to assess success and adjustments.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> Grades K-3: running record levels and writing assessments indicating at least one year delay Grades 4-5: Level 1 and 2 on NYS ELA exam, running record levels and writing assessments, indicating at least one year delay 	<ul style="list-style-type: none"> Differentiate instruction, based on on-going assessments such as Fountas & Pinnell running records, in all grades. Repeated readings, interactive writings, targeted instruction informed by item analysis of NYS ELA exam in grades 4-5 Guided reading, shared reading, phonemic mini-lessons. 	<ul style="list-style-type: none"> One on One Differentiated Small Group Push-in and Pull-out by AIS Specialist Utilization of technology, such as SmartBoards, document cameras to assist visual learners 	<ul style="list-style-type: none"> During School Day
Mathematics	<ul style="list-style-type: none"> Grade K-3: mid and end of unit assessments indicating level 1 or level 2 proficiency. Grade 4-5: Level 1 and 2 on the NYS 	<ul style="list-style-type: none"> Differentiate instruction in all math classes -- Tier I interventions 	<ul style="list-style-type: none"> One on One Differentiated Small Group Push-in and Pull-out by AIS Specialist Utilization of technology, such as SmartBoards, document 	<ul style="list-style-type: none"> During School Day

	Math exam in addition to mid and end of unit assessments indicating at least one year delay		cameras to assist visual learners	
Science	<ul style="list-style-type: none"> Science: Grades K-5: mid and end of unit assessment performance below level 2 	<ul style="list-style-type: none"> The science lab will be used as a vehicle to provide additional instruction to grades 3-5 	<ul style="list-style-type: none"> Differentiated Small Group Utilization of technology, such as SmartBoards, document cameras to assist visual learners 	<ul style="list-style-type: none"> During School Day
Social Studies	<ul style="list-style-type: none"> Social Studies: Grades K-5: mid and end of unit assessment performance below level 2 	<ul style="list-style-type: none"> Differentiate instruction in all social studies classes -- Tier I interventions 	<ul style="list-style-type: none"> One on One Differentiated Small Group Push-in and Pull-out by AIS Specialist Utilization of technology, such as SmartBoards, document cameras to assist visual learners 	<ul style="list-style-type: none"> During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Situational conflicts, problem solving gaps 	<ul style="list-style-type: none"> Provide guidance and crisis counseling services during the school day via the guidance counselor and social worker, one period a week or more frequently if needed, to students in need of academic 	<ul style="list-style-type: none"> One on One Differentiated Small Group 	<ul style="list-style-type: none"> During School Day

		intervention services.		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>PS 134 works continuously so that our teachers are Highly Qualified Teachers as outlined in state guidelines. This includes:</p> <ul style="list-style-type: none"> • Student teacher partnerships with Touro, Hunter College and other educational entities to recruit excellent candidates; • New Mentor Committee to ensure that new teachers are welcomed and acclimated to their new school community, and followed with weekly mentor meetings; • Appropriate teaching assignments as determined by their state licensures; • Continual professional development through in-house structures, as well as outside curriculum consultants; On-going professional development for the <i>Advance</i> program

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • The state and local measures of student learning, as well as the measures of teacher practice through the <i>Advance</i> program will shape and define the continued professional development of our highly qualified teachers. • Teachers also participate in ongoing professional development for the new English Language Arts curriculum – Core Knowledge Learning and Expeditionary Learning on a monthly basis with grade experts turn-keying best practices to colleagues. • In addition, the school staff will receive further professional development through professional networks as well as through the Manhattan Borough Field Office and Community School District 1.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Our Pre-K teachers have developed a unique curriculum that dovetails the children's experiences in pre-school to that of the PreK program here at PS 134. The curriculum in Kindergarten builds upon the work of Pre-K teachers and the students seamlessly. The Pre-K teachers participate in joint staff decision-making, weekly professional development and community activities. The students' academic and social emotional records are transferred to the Kindergarten teachers to help them plan and assess for the success of the students in Kindergarten. The parents are actively involved in both the classrooms, as well as school-wide Principal's Breakfast that is hosted by the principal, parent coordinator and family assistant. The early intervention work is coordinated by our school social worker and school psychologist.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The school teaching staff will lead the decision-making process for choosing, creating (where applicable), modifying current and utilizing assessments. The grade-wide and school-wide conversations will be facilitated by the school administration. Their selection and decision-making will drive the need for professional development.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	160,320.00	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	39,274.00	X	5A, 5B, 5C, 5D, 5E
Title III, Part A	Federal	11,200.00	X	5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,884,207.00	X	5A, 5B, 5C, 5D, 5E

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 134, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 134 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and science;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

PS 134's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS 134, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this

Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 134</u>	DBN: <u>01M134</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>15</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ Based on guided reading levels and writing produced in the classroom, the school's objective is to further develop the reading and writing skills in non-fiction for our English Language Learners. This year we are targeting ELL students in grades three through five. The school will conduct a literacy and content-area based instructional program in order to meet the needs of our ELLs. Two Title III afterschool programs will be created, one for students in grade 3 and another for students in grades 4 and 5. Each Title III afterschool program will be co-taught by 2 licensed ESL teachers working with a classroom teacher. The third grade Title III ESL afterschool program will meet twice a week for a total 2 hours. The fourth and fifth grade program will meet twice a week for a total of 3 hours. All instruction will be delivered in English. Materials to be used will include short shared reading texts in non-fiction to reinforce classroom instruction in non-fiction reading comprehension strategies. Non-fiction books will be used, with additional fictional stories to supplement the content.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ In order to further the development of highly qualified teachers, professional development sessions are conducted throughout the school year. PS 134 currently has two models of professional development in place. Teachers who are new to developing academic language and vocabulary in the classrooms attend on-going professional development sessions with an outside consultant and members of the network. This work is based on the research done by Dr. Lily Wong-Fillmore in developing academic language for students. Teachers who are implementing this work receive on-going supplementary support from the licensed ESL teachers throughout the school year, on a monthly basis as part of the classroom and ESL inquiry collaborative partnership. In these sessions, teachers work collaboratively to develop curriculum that is aligned with the Common Core Learning Standards including selections of text that are complex in language structures and vocabulary.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here: _____ PS 134 views parental involvement as an integral part of a child's educational development. Therefore, monthly parent breakfasts hosted by the administration and parent workshops are held throughout the year. At the parent breakfasts, parents are notified of events that are upcoming at the school, and ways in which parents can be more involved in the school community are discussed. At the parent workshops, cluster teachers, the math coach, as well as classroom teachers present ways parents can reinforce literacy, math, and content-area skills at home. Additionally, parents are encouraged to borrow books in their native languages to promote literacy skills at home. They are also invited to take part in class publishing parties, as well attend school-wide assemblies, including dance performances, our annual winter sing, spirit day festivities, annual math month celebration in February, and family math mornings. Letters are sent home in English, Chinese, and Spanish to notify parents of the breakfasts, workshop sessions, and activities. Additionally, monthly calendars in the three languages are sent home at the beginning of each month to inform the parents. At the breakfasts and workshops, translators for Spanish and Chinese are present to assist the parents. School-wide morning meetings in the cafeteria are utilized as another forum to make announcements to the parents. Pedagogues assist in translating these announcements into the native languages.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 01	Borough Manhattan	School Number 134
School Name Henrietta Szold School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Daniel Kim	Assistant Principal Pamela Casal
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Patricia Martone	School Counselor Suzanne Blum
Teacher/Subject Area Patricia Purvis, 3rd Grade	Parent Robert McKinney
Teacher/Subject Area Mai Koyo, ESL	Parent Coordinator Miriam Petrovitch
Related-Service Provider Karen Tecza, SETSS	Borough Field Support Center Staff Member
Superintendent Daniella Phillips	Other (Name and Title)

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	265	Total number of ELLs	49	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	20	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	29	0	4	20	0	6	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	5	1	3	2								0
Chinese	3	8	6	9	7	1								0
Russian														0
Bengali														0
Urdu														0
Arabic					1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1	2	0	4	0								0
Emerging (Low Intermediate)	0	1	1	1	2	0								0
Transitioning (High Intermediate)	1	0	2	1	1	1								0
Expanding (Advanced)	3	4	1	3	1	0								0
Commanding (Proficient)	0	3	5	5	3	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				1	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	3	5	5	3	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	1	0	0
4	1	2	0	0	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	4	0	3	0	0	1	1	0	0
4	2	0	1	0	0	0	0	0	0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	1	0	2	0	0	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 134M utilizes the Teachers College Reading and Writing Project's reading assessments to determine each student's independent reading level. Students are assessed on decoding, comprehension, and inferring using books provided by BeBop for students reading at levels A-K. For students reading at levels L-Z, assessment materials are provided by the Teachers College Reading and Writing Project. The data indicate that a majority of our ELLs are reading below grade level at the beginning of the year. As students have progressed in acquiring English as a second language, their reading levels often become comparable to, and in some cases exceed their native language peers. Based on these results we are providing support and language enrichment through the use of the Title III afterschool program which focuses on developing reading and writing skills through the use of shared reading of complex texts and guided reading lessons.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 When examining the performance results of the four modalities of listening, speaking, reading, and writing, the majority of our students are at the expanding or commanding level in listening and speaking. Results also indicate that our ELLs are more proficient in listening and speaking than reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Based on the information about Annual Measurable Achievement Objectives, the data reveal that students require supplementary support in developing reading proficiency in fluency, decoding, and comprehension. The AMAO's are used to make decisions about flexible grouping for differentiated instruction in order to meet student needs. In order to increase our reading and writing levels on the NYSESLAT, we have incorporated more time for reading and writing independently in addition to the shared readings of songs and poems into the daily curriculum. Multiple encounters with complex text and vocabulary provide students with further support. Student books for independent reading and writing based on literature and content-area lessons are provided for students. ESL lessons present the features of non-fiction text, such as table of contents, captions, index, and glossary. Graphic organizers are used to clarify information. A venn diagram pocket chart provides students with a hands-on opportunity for organizing and comparing information. Students create an all-about book as a product for each unit of study, which includes the features of a non-fiction text.

Additionally, our Title III program provides students with additional guided reading lessons for students. The ESL specialists team with classroom teachers to provide additional support for our ELLs.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Based on NYSESLAT and NYSITELL results, our ELLs are more proficient at receptive language (listening and reading) than productive language (speaking and writing) across grade levels. When examining the results of the state ELA, math, and science, data indicate that our ELLs are not meeting grade level standards. ELLs are low-performing on state exams in English. When students are taking the content area test in the home language, results indicate that they perform at a higher level than in English. Results of the ELL Periodic Assessments indicate similar results. The results from the periodic assessments are used to differentiate instruction in the ESL pull-out and push-in classes. Based on the students' particular needs, small strategy groups are pulled to reinforce concepts and lessons taught in the larger group setting. The home languages of our students are used to further reinforce concepts during instruction. Bilingual paraprofessionals and students who speak the various native languages in our classes provide translations as needed for students who are exhibiting difficulties in understanding concepts, both in the ESL classes, as well as in their classes throughout the day.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The response to intervention model (RTI) assists those ELLs who are at risk for academic difficulties. Instruction for English language learners in English language development is provided at the Tier 1 instructional level according to the response to intervention model. This provides students with a rigorous and evidence-based curriculum. For students who demonstrate a need for more targeted and intensive academic support, levels of increase in duration and intensity over time into the Tier 2 and Tier 3 levels. This extra support can occur in the classroom or be provided by related service providers. As students improve, measured by reliable and valid assessments, the extra supports are removed.

6. How do you make sure that a student's new language development is considered in instructional decisions?

ESL specialists meet and confer with classroom teachers throughout the school year to discuss the students' ongoing progress and to suggest modifications to support the English language development in the classroom. When meeting with classroom teachers, the Targets of Measurement that are found on the [engageny.org](#) website are used to meet the diverse needs of our ELLs. The ESL specialists share what students are required to do according to their English language proficiency with the classroom teachers so that lessons and activities can be planned accordingly. Informal assessments of teacher observations and conferring notes are used to drive instruction. Teachers meet and check-in with students periodically to determine how they are progressing and what their next steps are. Additionally, the item analysis of the previous years' state ELA and math tests are used to further drive instruction. Teachers meet to discuss how students should be grouped according to which items and standards students had difficulty with on the state exams. Strategy groups are pulled to further reinforce these concepts to students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not Applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The effectiveness of our ESL programs are measured through the results of the annual NYSESLAT test. Most students across the grade levels demonstrate growth in language development across the four modalities of reading, writing, listening and speaking. Additionally, results of classroom running record levels, informal classroom observations, and results of the annual state tests are used to measure the students' growth in English language development. The ESL program provides ELLs with highly engaging thematic units in science and social studies with an emphasis on academic vocabulary and instruction in structures of language through complex texts. This enables the ELLs to build background knowledge which assists them in achieving academic growth in their classrooms.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

English language learners are identified through the home language information surveys (HLIS) when the child is first registered into the New York City public school system. The school's family associate, who is fluent in many Chinese dialects, assists the ESL teachers in conducting informal oral interviews to parents whose preferred language is Chinese. The school's parent coordinator is also available to translate for those parents whose preferred language is Spanish. If the student is NYSITELL-eligible as indicated by the parents' responses on the home language survey, the two licensed ESL teachers then administer the NYSITELL and Spanish LAB within 10 days of enrollment. ELLs are assessed annually via the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. Students are tested in the modalities of speaking, listening, reading, and writing.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted or inconsistent formal education are ELLs who have attended school in the United States for less than twelve months and who, upon initial enrollment are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics. At registration, an interview with the parents/guardians is conducted by the ESL teachers to determine whether the student attended school in their native country. In order to determine whether a student has interrupted formal education, an oral interview is conducted using the DOE's oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole or Spanish, we then administer the Literacy Evaluation for Newcomer SIFE (LENS). Student work is also examined to determine whether the student has interrupted or inconsistent formal education.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

New students to PS 134 with IEPs hold an initial planning meeting with the school guidance counselor, and the school's IEP teacher. Then, a program is coordinated with the ESL teachers, family associate and parent coordinator. The Language Proficiency Team is composed of the principal, two PS 134 ESL teachers, the IEP teacher, the guidance counselor, the school family associate and parent coordinator, with the student's family. The family associate and the parent coordinator are present at each meeting of the LPT to provide translation services for the parents/guardians. Interviews are conducted in both English and the student's home language. Additionally, the student's history of language use in the school or home or community is taken into account to determine whether the student has second language acquisition needs or the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language needs, the student takes the NYSITELL. If the LPT determines that the student does not have English language needs, and should not take the NYSITELL, the recommendation is first sent to the principal for review. If the principal then accepts the recommendation, it is then sent to the superintendent for final review. The superintendent then has ten days to either accept or reject the school's recommendation. The parent/guardian is then notified of the school's decision in their preferred language. Based on the superintendent's final recommendation, the school would either administer the NYSITELL within five school days and notify the parents/guardians after the superintendent determines the student must take the NYSITELL. The Language Proficiency Team NYSITELL Determination Form is then completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined by the two licensed ESL teachers. Entitlement letters are sent to the families of the students who have been administered the NYSITELL and their score indicates that the student is entitled for ESL services. Non-entitlement letters are sent home to the families of the students who have been administered the NYSITELL and their score indicates that the student is not entitled for ESL services. Translations of these letters from the DOE website are sent for parents and guardians in their preferred language. Checklists ensure that letters are sent home and students return their entitlement letters and non-entitlement letters in a timely manner. Copies of the letters sent home are placed in the students' cumulative folders. ESL teachers have an additional copy of letters in a designated file. An additional ELL folder of Critical Documents that contains copies of entitlement and non-entitlement letters sent home to the families is kept in a secure cabinet in the family associate's office for ease of review.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A student who has undergone the ELL identification process (as the result of first time entry or reentry) may go through the ELL Re-Identification Process. The schools' two licensed ESL teachers would oversee this process. For those students who may have been misidentified as an ELL or non-ELL, the parents/guardians or the student's teacher with the parent's written consent may request that the ELL Identification Process be administered a second time. In order for parents and guardians to be informed that they have the right to appeal ELL status within 45 days of enrollment, the parent coordinator, who speaks Spanish and family assistant, who speaks many dialects of Chinese, will inform the parents of this right during the registration process. Additionally, information in the families' preferred languages will be available at the Parent Orientation meetings.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents who have indicated a language other than English on the home language surveys receive letters in their preferred languages inviting them to parent orientation sessions where they complete parent surveys and program selection forms. Flyers in the parents' preferred languages are also sent home to notify parents of the orientation session. Additionally, phone calls are made in the native language to follow up and to encourage parents to attend the session. At the orientation sessions, the film provided by the Department of Education that describes the three program choices, is shown. The film is shown in English, Spanish, or Chinese, depending on the parent population. Ample opportunities are available for parents to ask questions. Parent orientation sessions are conducted in the fall. Informal meetings throughout the year are held for parents of new ELLs to our school. Both the family assistant and parent coordinator are invited to these informal meetings to assist with translation. The school's two licensed ESL teachers are present at the orientation sessions to provide program information and answer questions if necessary.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The school's two licensed ESL teachers, who will be attending the orientation sessions will be responsible for ensuring that the Parent Survey and Program Selection form in the parents' preferred languages are returned in a timely manner. For those families who make a program choice decision at the orientation meeting, those forms will be collected at the conclusion of the meeting. For families who do not attend the orientation session, the school parent coordinator as well as the school family associate will follow up with the families immediately following the orientation sessions to ensure that Parent Surveys and Program Selection forms are returned in a timely manner, and will maintain family contact logs for each point of contact. Parent surveys and program selection forms are reviewed periodically by the licensed ESL teachers to ensure that the program choices available at the school reflect the parent's preference. If and when a TBE or DL program becomes available, the ESL teachers would then reach out to the parents who indicated these programs as their choice to inform them of the option. The family associate and parent coordinator provide translation services to ensure that the parents/guardians are informed in the parents' preferred languages.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Copies of the Parent Survey and Program Selection form are kept in the designated folder that the ESL teachers maintain. The original copy of the form is placed in the students' cumulative folder. An additional ELL folder of Critical Documents that contains copies of returned Parent Survey and Program Selection Forms is kept in a secure cabinet in the family associate's office for ease of review. The parent/guardian must complete the signed form within five school days. Checklists maintained by the ESL teachers are used to ensure that all parent surveys are returned in a timely manner. For those families who have yet to return their parent survey, the parent coordinator and family associate contact the families in their preferred languages.
9. Describe how your school ensures that placement parent notification letters are distributed. Once a Parent Survey and Program Selection Form is completed, a placement letter in the parents' preferred language is sent home. The placement parent notifications will be both backpacked home with the family, as well as a second copy mailed to the family address. Copies of placement letters are kept in the designated folder that the ESL teachers maintain and in the students' cumulative folder. An additional ELL folder of Critical Documents that contains copies of the placement letters is kept in a secure cabinet in the family associate's office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All of the documentation for the ELL students will be maintained by the two licensed ESL teachers. Copies of entitlement letters, non-entitlement letters, Parent Survey and Program Selection forms, HLIS, and placement letters are kept in a designated folder that the ESL teachers have. An additional copy is placed in designated ELL folder of Critical Documents in a secure cabinet in the family associate's office for ease of review. A copy of letters will also be kept in the students' cumulative folder. The original copies of the students' HLIS and Parent Survey and Selection Form are kept in the student's cumulative folder as well.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The two licensed ESL teachers, Mai Koyo and Patricia Martone, create target lists based on the results of the previous year's NYSESLAT and the current year's NYSITELL scores. Additionally, the eligibility report (RLER) is run on ATS to ensure that all eligible students are tested on the NYSESLAT annually. The teachers create checklists that indicate the date that each subtest was administered, so as to ensure that all students take all parts of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The NYSESLAT will serve as the foundation for determination of ESL students' continued ELL status. PS 134 will send continued entitlement letters to parents of students who continue to be entitled to ELL services as based on the NYSESLAT, in the family's preferred language by September 15th. For those students who tested at the commanding level of English language proficiency, and who would benefit from extra ELA support, the non-entitlement/transition letter is sent in the parents' preferred language. The two licensed ESL teachers use checklists to ensure that all students, those with continued entitlement, and those who would benefit from extra support, receive and return these letters. Copies of the letters are placed in the students' cumulative folder and in the ELL Folder of Critical Documents, which is in a secure cabinet in the family associate's office. The original signed letter is kept in a designated folder with the ESL teachers.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing the parent surveys and program selection forms from the last few years, the trend is that the parents overwhelmingly (99% of the parent population) select the free-standing ESL program that is currently in place at P.S. 134. The program model offered at P.S. 134 is aligned with parental requests. Periodically, the Parent Surveys are looked at for planning purposes and whether additional programs need to be provided for the students. For parents who do not choose the free standing ESL program, a list of schools that offer the transitional bilingual or dual language programs is provided. Parents can opt to register their children at these schools. The family associate and the parent coordinator are available to assist those parents who choose to register their children at another school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
ELLs are heterogeneously grouped according to their grade level for ENL instruction in the integrated model of ENL instruction. ELLs are grouped homogeneously according to their English language proficiency for instruction in the stand alone model of ENL instruction.
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*
Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All ELLs at P.S. 134 receive the mandated number of instructional minutes per week as indicated by the CR Part 154 according to their language proficiency levels. Entering, and Emerging level students receive 360 minutes of ESL instruction per week, with 180 minutes in the stand alone model and 180 minutes in the integrated model. Transitioning and Expanding ELLs receive 180 minutes of ESL instruction weekly as per the CR Part 154 mandate. Transitioning students receive 90 minutes of instruction in the integrated model and 90 minutes in the stand alone model. Expanding students receive 180 minutes of instruction in the integrated model. Commanding students receive 90 minutes of ESL instruction in the integrated model.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Our ESL program includes literature and content-based thematic units that are aligned explicitly to the common core learning standards with emphasis on supporting classroom instruction. All instruction is provided in English with additional support in the native language. Lessons are adapted to meet the varying levels of English language proficiency to comply with the new language arts progression standards. Instructional approaches include shared reading of fiction and nonfiction texts with targeted instruction of reading strategies, such as fluency and comprehension. Multiple encounters with text following a close-reading protocol provide students with practice in analyzing text complexity and building academic vocabulary. Lessons also provide scaffolding in paraphrasing and summarizing texts. Integrating the cultures and native language experiences and vocabulary of ELLs into daily lessons remain an essential part of our ESL program. Instruction in the content areas for both the integrated model and stand alone model is delivered through the schools' two common core aligned ELA programs, Core Knowledge in grades K-2 and Expeditionary Learning in grades 3-5. Materials include high-interest, complex texts, and trade books in both curricula.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs who require testing in their home language are provided with appropriate translated editions for state tests in the content areas of math for third through fifth grades and science for the fourth grade.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Daily lessons in ESL classes include instruction in all four modalities, such as listening comprehension, fluency, writing activities, and independent and shared reading. Formative assessments, both formal and informal, such as conferring with students, running records, on-demand writing assessments, performance based writing assessments, and accountable talk protocol ensure that ELLs are appropriately evaluated in all four modalities throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6a. P.S. 134 currently does not have any students with interrupted formal education (SIFE). For students who come in with interrupted formal education, a plan is in place to further support their language development. These instructional supports, which are in addition to their ESL instruction include participation in the Title III afterschool program with rigorous curriculum to build their literacy skills in all academic subjects, as well as building background knowledge to bring them up to grade level.

6.b. Students who are Newcomer ELLs, or students who have been in US schools less than three years are invited to participate in a Title III ESL afterschool program to supplement English language instruction. This is in addition to the mandated instructional minutes they receive in ESL during the school day. This program, for grades K-5 uses components of the Balanced Literacy and content-area based approaches. The ESL licensed teachers focus on thematic units of study incorporating fiction and non-fiction across all genres. Teachers scaffold lessons to support the individual needs of all students in the program. Sessions meet twice a week. For ELLs in the upper grades, the Title III afterschool program focuses on preparing these students for the ELA test, which they must take after being enrolled in a US school for a year.

6.c. ELLs who have been receiving ESL services for four to six years are placed in a small group setting so that individual needs can be targeted through differentiated instruction, which is aligned with the common core learning standards. Lessons are scaffolded using the six main types of scaffolding techniques to further support academic development. The six types modeling, bridging, contextualization, schema building, text representation, and metacognition.

6.d. Our plan for long-term ELLs would include reassessment of their strengths and areas in need of improvement to ascertain what programs available would support the progress of these students. It would be important to know whether the student needed assistance in language or other areas. We would then recommend the student receive additional services, including Academic Intervention Services (AIS). Students with special needs are mainstreamed in ESL classes so that their peers can serve as language models. Special needs children are partnered with native language speakers. Lessons are differentiated so that scaffolding can be provided for the children. ESL teachers continually work collaboratively with classroom teachers to monitor the students' progress, as well as discuss ways in which the students can be further supported in the classrooms.

6.e. Former ELLs receive additional ESL support for up to two years after they test out of the NYSESLAT. For the upper grades, these students are grouped together to focus on improving reading comprehension and writing strategies. Transitional ESL students in grades two and three are integrated with their grade level peers in a pull-out class. They also receive differentiated instruction according to their specific needs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Each of the students who fall into this category will be specifically monitored, and assessed regularly in all content areas to ensure that the students' academic progress is not negatively affected. The principal will coordinate the assessment information with classroom teachers, the ESL teachers and discuss appropriate measures and interventions to best support the student's growth. Through this process, the principal will confer with the student's family to discuss the impact of the program.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In order to support ELL-SWDs to gain access to academic content areas and accelerate English language development, lessons follow the Universal Design for Learning (UDL) guidelines. These include, providing options for multiple means of representation, multiple of action and expression, and multiple means of engagement. High interest-low level books make

Chart content comprehensible with rich visuals and concrete language to convey academic concepts for ELL-SWDs. Additionally, graphic organizers are used with ELL-SWDs so that they are able to visually organize their information and plan prior to writing. The use of low-level, high-interest trade books ensure that ELL-SWDs can access the grade level content area topics. Realia and picture vocabulary cards are also used in lessons to further support these students to support and accelerate English language acquisition.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Curricular and instructional goals are modified to meet the individual needs of diverse ELL-SWDs to meet their IEP goals and attain English proficiency within the least restrictive environment. Classroom teachers, ESL specialists and the school based support team meet periodically to discuss student progress and suggest recommendations to enable students achieve success.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

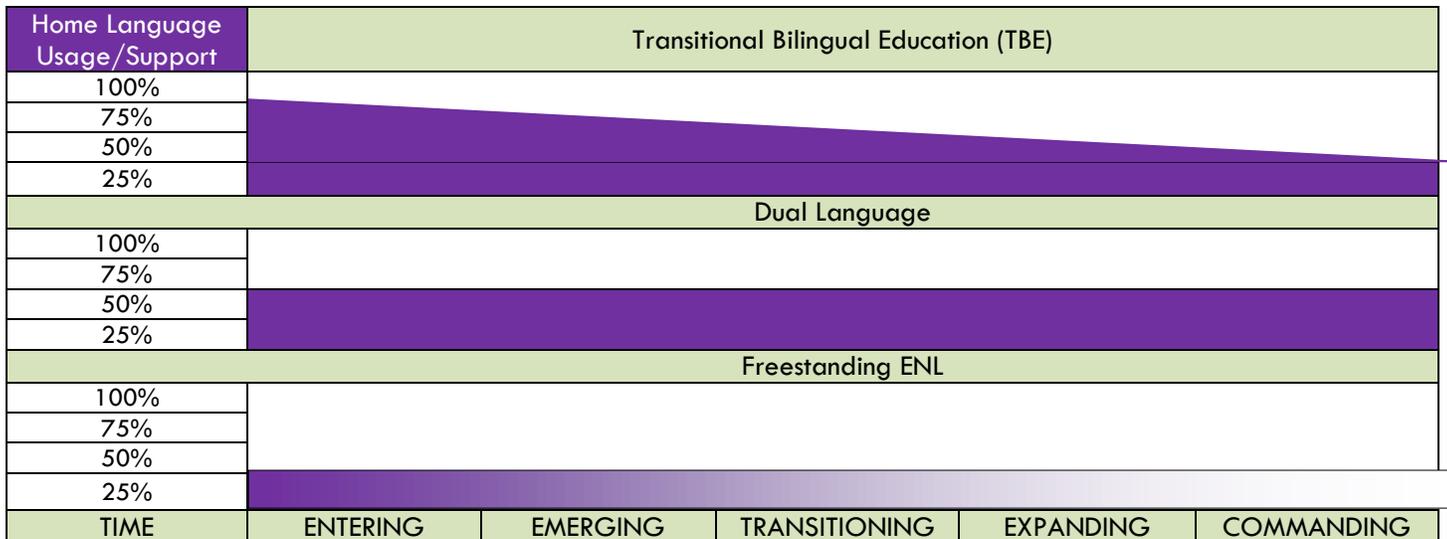


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. In order to meet the diverse learning needs of ELLs, the Response to Intervention (RtI) protocol is followed. Most students, who fall under Tier 1, receive a rigorous and evidence-based curriculum from CCLS aligned-Core Knowledge (in K -2) and Expeditionary Learning (grades3-5) that supports English language development for ELA and social studies. For those requiring additional support, extra attention to special needs of students and activities are provided (Tier 2). English language learners who require additional assistance are then serviced by the Academic Intervention Specialist (AIS) to provide more intensive academic support in a small group setting (Tier 3). Similar tiered approach is followed for students in science and mathematics, modifying intervention programs through curriculum and instructional differentiation of TERC, GoMath and instructional elements of FOSS Science where appropriate. To date, we see student response across all ELL subgroups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of our ESL programs are measured through the results of the annual NYSESLAT test. Most students across the grade levels demonstrate growth in language development across the four modalities of reading, writing, listening and speaking. Additionally, results of classroom running record levels, informal classroom observations, and results of the annual state tests are used to measure the students' growth in English language development. The ESL program provides ELLs with highly engaging thematic units in science and social studies with an emphasis on academic vocabulary and instruction in structures of language through complex texts. This enables the ELLs to build background knowledge which assists them in achieving academic growth in their classrooms.
12. What new programs or improvements will be considered for the upcoming school year?
ESL teachers are presently aligning their lessons with the common core state standards and the English Language Arts curriculum for all grade levels. The ESL program will continue to focus on teaching language through the content areas of science and social studies. The school will continue to work in collaboration with classroom teachers and participate in the language instruction in mainstream classrooms for English language learners and native speakers of English. P.S. 134 will continue to work on a school-wide plan for developing academic language and literacy in all classrooms.
13. What programs/services for ELLs will be discontinued and why?
Plans for the upcoming school year do not include the discontinuation of programs and services for English language learners. We will continue to provide the mandated number of minutes for ELLs as stated in the CR Part 154 regulations as well as providing additional support through the Title III afterschool program.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
English language learners at P.S. 134 are afforded equal access to all school programs both during the during the school day and after, including the Henry Street Settlement afterschool program and student selected enrichment club activities. Parents enroll their children in a year-long afterschool program which meets daily in the school. Homework help is offered by the counselors as well as by teachers hired by the afterschool program to support all students, including the English language learners. Additional activities, including dance, art, and sports are integrated into the afterschool program.

All students at P.S. 134 participate in enrichment club cycles which meet for six weeks at a time. Teachers decide on the club topics they would like to teach, and the students then choose their club topics. Club choices include animal discovery club, knitting, gardening, sports, foreign languages, and chorus.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials that support English language learners include content-area big books that correlate to thematic units for shared reading, alternate text sets from the school library that supplement academic language development, as well as articles from National Geographic Explorer and Time for Kids. P.S. 134 has received a grant from the Lower Manhattan Development Corporation to purchase SMART Boards, document cameras, laptops and iPads to be used in classrooms throughout the school to further support student learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We believe that a child's native language is a strength to be cultivated and a foundation upon which to build. Children are encouraged to speak and write in their native languages, especially for those who are new to this country. Newly arrived students are paired with their native language peers in classrooms. Published works by ELLs are exhibited on bulletin boards throughout the school across the grade levels. Students are also encouraged to share language and cultural experiences as part of classroom lessons. The diverse cultural backgrounds serve to enrich language learning for all students. In daily lessons, essential vocabulary words are translated into the children's native languages to promote a cultural awareness among all students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Service support and resources at P.S. 134 are developmentally appropriate for students at the elementary school level. The appropriateness and effectiveness of resources and services are reviewed in an on-going basis with the LAP team, with the school leadership.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

P.S. 134 has a network of parents who, in collaboration with the family assistant, support parents of newly enrolled students to become familiar with the school and programs available. The ESL teachers have formulated a committee of staff, teachers and families to form a welcome committee for newly enrolled ELL students before the start of the school year to inform them of school practices, routines, communication resources and best practices to help students at home. This committee continues to meet throughout the school year to welcome new families as they enroll throughout the year.

19. What language electives are offered to ELLs?

The school currently does not offer any language electives. Plans include offering language clubs as part of our academic enrichment club cycles.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ESL teachers at P.S. 134 are highly engaged in professional development for the new ELA curriculum for grades K-5. This professional development, which is held for classroom teachers as well as for ESL teachers, provides staff with opportunities to familiarize themselves with the components of the Core Knowledge and Expeditionary programs and how to align the lessons to meet the needs of our diverse students.

In addition, the ESL teachers are involved in formulating, creating and facilitating the professional development work around supporting positive habits of mind for all students, exploring ways students cognitively engage in the intellectual work of the classroom, differentiating instruction to create additional access points for ELL and SWD.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ESL teachers work closely with classroom teachers to scaffold instruction so that ELLs are better prepared to meet the common core standards and perform at a comparable levels as their native language peers. Teacher teams meet once a month for professional development sessions that focus on the stages of English language development to better support ELLs in the classroom in delivering Common Core aligned instruction. Additional professional development for ESL teachers are provided through the resources of the district instructional team as well as the borough field service instructional team.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to assist ELLs transition from elementary to middle school, the parent coordinator attends the professional development provided by the district regarding the middle school process, who then in turn turn-keys the professional development to the family worker and the rest of the staff. The family worker and parent coordinator offer assistance in multiple levels. They provide translating support and guidance for the middle school application form, help arrange for presentations at our school from various middle schools and offer translations within those presentations, attend the middle school fair, and set up middle school tours with the families. Classroom teachers coordinate their work with the family worker, parent coordinator and guidance counselor to provide guidance to ELL families.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The goals for training sessions for staff members include a focus on the stages of second language acquisition, developing academic language proficiency in English, and continuing to support students' native language development. P.S. 134 is preparing staff development sessions with the understanding that all teachers, regardless of grade or subject area, are language and literacy teachers. Discussion includes raising awareness and promoting cultural sensitivity in the classrooms. The records are kept by the ESL teachers who attended professional development along with their notes and plans to turn-key best practices to classroom teachers.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The two ESL teachers meet frequently with the families of the students to discuss each student's goals, growth and areas of challenge, working in conjunction with classroom teachers of the individual students. The classroom teachers and ESL teachers schedule regular meetings with families over the course of the year, and are not limited to one annual meeting per year. The family associate, who is fluent in multiple dialects of Chinese, as well as the parent coordinator who is fluent in Spanish, provide oral translations for face to face meetings that occur three times a year to inform families of the progress that their child is making in the ESL and classroom instructional programs.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Each classroom teacher and ESL teachers maintain a parental engagement log that details individual meetings, parent contacts via phone, or email, to meet and discuss the needs of their child in various points of the day at the parents' convenience.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent breakfasts with the principal are held monthly during which parents discuss with school personnel ways in which they can provide their children with support at home with learning activities. The family assistant and parent coordinator are invited to these monthly meetings and workshops to translate for parents whose native language is not English. Parents are also encouraged to borrow books in their native languages from the school library. The School Leadership Team and Parents' Association sponsor monthly family movie nights, which are open to all families at P.S. 134 in order to provide a means to interact with other families. During parent teacher conferences, translation services are offered to parents whose native language is not English so that they can fully participate in their child's education.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 134 has partnered with several local community based organizations to support our students and their families. Henry Street Settlement offers our students and families with an afterschool program that incorporates assistance in completing homework assignments. Hester Street Collaborative, which works on design and build projects with our students throughout the year co-sponsors Saturday "Dirt Days" in our school garden. Parents and members of the community are invited to help clean and maintain our garden and plant fruits and vegetables. The Go Project is a summer program that provides students with support in reading and math.

5. How do you evaluate the needs of the parents?

The needs of the parents are discussed at monthly parent breakfasts with administration in addition to the monthly parent association meetings. They are asked for suggestions for future meetings. Annual learning environment surveys are sent home to provide parents with a vehicle to voice their opinions. Results of the learning environment surveys are then incorporated in evaluating our school. The family assistant and parent coordinator are available to assist in translating the surveys for parents whose native language is not English. Additionally, parents are able to express areas of concern to teachers directly during the parent-teacher conferences held in November and March. The family assistant, parent coordinator, and bilingual educational assistants are available to provide translation services.

6. How do your parental involvement activities address the needs of the parents?

Parents have expressed an interest in learning how to assist their children at home to develop their reading and math skills. During monthly parent breakfasts there are discussions on ways to support literacy and math development at home. Suggestions include reading with the student at home or taking to the library for reading. Additionally for math, parents can integrate the math skills they are learning in the classroom with a trip to the local supermarket. Parents have opportunities to discuss student progress and ways to assist their child's learning at home at parent teacher conferences and informal meetings with the teachers throughout the year.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: **PS 134**

School DBN: **01M134**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daniel Kim	Principal		10/31/15
NA	Assistant Principal		
Miriam Petrovitch	Parent Coordinator		10/31/15
Patricia Martone	ENL/Bilingual Teacher		10/31/15
Robert McKinney	Parent		10/31/15
Mai Koyo (ESL)	Teacher/Subject Area		10/31/15
Patricia Purvis (3rd Grade)	Teacher/Subject Area		10/31/15
NA	Coach		
NA	Coach		
Suzanne Blum	School Counselor		10/31/15
Daniella Phillips	Superintendent		
	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M134** School Name: **PS 134 Henrietta Szold**
Superintendent: **D. Phillips**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Family Worker and Parent Coordinator review all student and family information, including the Home Language Survey, for students from Pre-Kindergarten to 5th grade. This information serves to help determine which families require language translation services - be it in oral, written and/or both - and in which language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

PS 134M families require oral and written translations in Spanish, and the Chinese dialects of Mandarin and Cantonese. The findings have been reported to the School Leadership Team and the school staff in general through the faculty conferences.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 134M sends monthly family newsletters from each grade, which outlines the classroom curriculum, as well as calendars for upcoming events and important deadlines. This is translated into both Spanish and Chinese for our families. The translation is done by our teaching and office staff, including the Parent Coordinator (Spanish) and Family Associate (Chinese). The flyers and notices for the monthly Principal's Breakfast is also translated in both Spanish and Chinese. All announcements and principal letters home, including notices for Parent Teacher Conferences, Curriculum nights, invitations for school-wide student performances, step-up meetings for next year's grades are all reviewed, translated and sent home in languages appropriate for our families.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 134M hosts the start of the year Curriculum Night in September, and Step-Up meetings in May/June with oral translation. In addition, the principal hosts monthly parent breakfasts that are orally translated, with handouts in written translations where applicable. Parent Teacher Conferences are scheduled with families with the staff language translations for the families. The guidance counselor and attendance teachers utilize the in-house staff translations as needed throughout the year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The PS 134M family worker speaks, reads and writes both dialects of Chinese (Mandarin and Cantonese). In addition, we have two additional staff members who are fluent in both dialects. The parent coordinator, as well as three other staff members are fluent in Spanish. They are available, along with other staff members and parents to translate when needed. All newsletters, the monthly calendar and other information is translated in both languages at all times, and any translated school-wide notices that are posted within the building are posted prominently in the main hall along side the English version.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The PS 134M family worker speaks, reads and writes both dialects of Chinese (Mandarin and Cantonese). In addition, we have two additional staff members who are fluent in both dialects. The parent coordinator, as well as three other staff members are fluent in Spanish. They are available, along with other staff members and parents to translate when needed, including but not limited to Parent Teacher Conferences, IEP meetings, monthly Parent Breakfasts, Report Card distribution and assemblies.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PS 134M staff and faculty will be informed through staff training at the start of the school, resources provided by the staff handbook, as well as online resources through the school distribution list via email

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All notification is always translated into Spanish and Chinese with names and phones numbers of staff members who can assist parents if they have a question, concern, comment or need additional information in their native language.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will be polled monthly at the Principals' Parent Breakfast to address any specific or general concerns/comments or feedback regarding translations. In addition, the information gathered from the Parent Survey will help guide school policies and approach regarding translation services and support.